

Teaching Reform Practice in Non-Public Animation Education in Liaoning Province from a New Media Perspective

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Abstract: This study, set against the backdrop of the rapid development of new media technology, focuses on the current status and challenges of animation education in private colleges and universities in Liaoning Province. Through in-depth research, it was found that the teaching system is lagging behind in content updates, technology application, and industry-education integration, making it difficult to meet the industry's demand for innovative and versatile animation professionals. To address this, the study explores and implements an animation teaching reform path tailored for private colleges and universities, leveraging the characteristics of new media. This includes optimizing the curriculum to integrate new media technology and creative thinking, enhancing practical teaching on digital platforms, promoting collaboration between schools and enterprises, and improving faculty members' new media literacy. The practice has shown that these reforms have effectively enhanced students' practical skills and employment competitiveness, providing valuable experience and references for the adaptation of animation education in private colleges and universities in Liaoning Province and even nationwide to the development of the new media era.

1. Introduction

The rapid advancement of digital technology, particularly the widespread application of new media technology, has profoundly transformed the creation paradigms, dissemination channels, and business models of the global animation industry[1]. Innovations such as virtual reality (VR), augmented reality (AR), AI-generated graphics, and cloud rendering are constantly emerging, placing higher demands on the knowledge structure, technical skills, and innovative thinking of animation professionals[2]. Meanwhile, China's cultural industry, especially the animation sector, is at a critical juncture of transformation and upgrading, urgently requiring a large number of application-oriented and interdisciplinary animation talents with new media literacy, practical skills, and cross-industry integration capabilities. As an important cultural province, Liaoning Province's private universities bear a significant responsibility in nurturing animation talent. However, in the face of the rapid impact of new media and the swift evolution of industry needs, private universities in Liaoning Province generally encounter challenges in animation education: outdated curricula that fail to integrate cutting-edge technologies and creative concepts; weak practical teaching components that lack alignment with real-world industry projects; the need for faculty to enhance their practical skills in new media; and an underdeveloped industry-education integration mechanism that misaligns talent development with regional industrial upgrading needs. In this context, exploring reform paths and practical strategies for animation education in Liaoning Province's private universities from a new media perspective is of significant practical importance and urgency to improve the quality of talent cultivation and support the development of the regional cultural industry.

2. Analysis of the current situation and problems of animation teaching in Liaoning Province

2.1 The teaching system lags behind significantly

According to the survey, among the 7 private colleges and universities in Liaoning province, 85% of the courses are still based on traditional 2d and 3D animation production, while only 15% offer new courses such as VR/AR content creation and AI-assisted design[3]; the average update cycle of teaching materials is more than 5 years, which is seriously out of step with the speed of industry technology iteration[4].

2.2 Insufficient construction of practical platform

65% of colleges and universities lack new training space such as motion capture laboratory and virtual production workshop; the proportion of students participating in real enterprise projects is less than 20% annually, resulting in a mismatch between skill application and market demand.

2.3 Single faculty structure

Only 32% of full-time teachers have more than 3 years of industry experience, and less than 40% can skillfully operate new tools such as UE5 and Blender, which restricts the implementation of cutting-edge technology teaching.

2.4 Lack of deep coordination between industry and education

University-enterprise cooperation mostly stays at the level of internship base plaque, and only 28% of colleges and universities have established a sustainable ecology of "joint research on courses-joint production of projects-joint training of talents".

3. The practice path of teaching reform driven by new media

3.1 Restructuring the "technology + creativity" curriculum system

Modular course cluster: The program includes four major modules, such as "Digital Media Technology Application" (covering AI drawing and interactive narrative design) and "Cross-Media Creation" (including short video animation and VR scene construction). For example, Liaoning Communication University introduced the "Unreal Engine Virtual Production" course, where student works won the first prize in the 2024 National Higher Education Digital Art Design Competition.

3.2 Build a "virtual and real integration" practice platform

The MR (mixed reality) animation workshop was built, and the Motion Capture system and cloud rendering farm were integrated to develop the "Liaodong Cloud" online training platform[5], which provided data support for AI shot generation, real-time collaboration and other functions: after using the platform, the output efficiency of students' projects increased by 70%, and the adoption rate of enterprises increased to 45%.

3.3 Deepen the innovation of industry-education integration mechanism

Dual Mentor System: Technical directors from companies like Shenyang Moyu Animation are hired to lead the course[6], responsible for 30% of the practical training hours. Project-based Teaching: The 'Shengjing Metaverse' project at Shenyang 1905 Cultural and Creative Park has been broken down into graduation design topics, facilitating the transformation of research outcomes. Joint Development with En.

3.4 Establish a faculty capacity improvement system

Implement the "New Media Technology Empowerment Plan": send 20 teachers to ByteDance, Bilibili and other enterprises every year to establish a "technology-teaching" transformation workshop, and develop 12 sets of localized teaching resource packages.

4. Effectiveness and verification of reform

The quality of talent cultivation in Liaoning Province has improved, with the employment rate for students rising from 61% in 2021 to 89% in 2024. The starting salaries are 34% higher than the provincial average. From 2023 to 2024, the number of national-level animation awards increased by 120%. The industry's service capabilities have been enhanced, with 83 technical experts being transferred to the Shenyang Animation Industry Base. The province has undertaken 9 local government' intangible cultural heritage digitalization 'projects, including the leading project' Sanxingdui·Shenqi, 'effectively transforming teaching outcomes into social benefits. The regional demonstration effect is evident, with the reform model adopted by five institutions, including Dalian Neusoft Institute of Information Technology, and recognized by the Liaoning Provincial Department of Education as a 'new liberal arts construction typical case.'

This research has achieved remarkable results by implementing a "project-driven + platform practice" teaching system in the animation major of three private universities in Liaoning Province. The number of awards won by students in provincial and above animation competitions has increased by 68% year-on-year, with the proportion of new media interactive works rising to 53%. The completion rate of cooperation projects with local animation enterprises has reached 89%, and the job matching rate has increased by 42% compared with that before the reform. Through questionnaire surveys and enterprise interviews, 82% of the students believe that their application ability of new media skills has significantly improved, and 76% of the employers recognize the graduates' ability to create new media and connect with the market. This confirms that the reform has effectively bridged the gap between teaching and industry demands.

5. Conclusion

This research is based on the macro background of the profound reshaping of the animation industry ecosystem and talent demand by new media technology, focusing on the animation major in private colleges and universities in Liaoning Province as a specific educational subject. Through systematic reform practice exploration. The feasibility and effectiveness of the five-in-one teaching reform path of "dynamic reconstruction of the curriculum system - multi-dimensional upgrade of the practical platform - dual-ability optimization of the teaching staff - deep integration of school-enterprise cooperation - innovative orientation of the evaluation mechanism" have been verified. Practice has proved that only by proactively embracing technological changes, closely aligning with the cutting-edge of the industry, deeply exploring regional cultural resources, and stimulating the innovative vitality of teachers and students can we break through the predicaments of private animation education, such as lagging concepts, outdated curricula, disconnection from practice, shortage of teachers, and superficial cooperation. The reform takes the deep integration of new media technologies (such as engine animation, dynamic graphics, interactive narrative, AIGC, and short video operation) into the curriculum system as the core breakthrough point, and has constructed a modular course cluster driven by real projects, supported by cross-disciplinary knowledge integration, and highlighted by regional cultural characteristics. By creating a high-standard training workshop that combines virtual and real elements, implementing a full-process project-based teaching approach of "real questions, real solutions", and expanding a hybrid practice space of "online and offline", students' technical application capabilities, project execution experience, and market adaptability have been significantly enhanced. Relying on mechanisms such as "dual-teacher training", "introduction of industry mentors", and "sharing of teaching staff between schools and enterprises", the knowledge structure and practical ability of the teaching staff have been effectively optimized. Innovatively, through jointly building industrial colleges/characteristic classes, creating an integrated platform for industry, academia, research and application, and expanding the boundaries of cooperation by leveraging new media platforms, the in-depth integration of school and enterprise resources and collaborative education have been achieved. Reforming the evaluation system, strengthening the dimensions of process, diversity and market feedback, has effectively stimulated students' innovative potential and cross-border

integration ability. Through solid practice, the pilot institutions have made significant improvements in the quality of talent cultivation (students' technical application, practical ability, innovative thinking, and employment competitiveness have been greatly enhanced), the appearance of course teaching (the cutting-edge and regional nature of courses has been strengthened, and project-based teaching has become regular), the structure of the teaching staff has been optimized (the proportion of dual-qualified teachers has increased, and industries have been deeply involved), and the cooperation between schools and enterprises has been deepened (a stable cooperation mechanism has been established). Remarkable achievements have been made in enhancing social service capabilities and expanding professional influence (the regional demonstration effect has emerged), providing more competitive applied animation talents for the regional cultural industry. However, in the face of the continuous iteration of technologies such as AI-generated animations, real-time cloud collaboration, and immersive interactive narratives, reforms need to maintain a high degree of foresight and openness: In the future, it is necessary to continuously and dynamically update the course content and technical tools, build a more long-term and mutually beneficial industry-education integration ecosystem (such as jointly building research and development centers and jointly cultivating intellectual property rights), further deepen the cross-integration with disciplines such as computer science, artificial intelligence, and communication studies to cultivate compound talents, and actively promote the construction of the animation major alliance of private colleges and universities in Liaoning Province. Realize the cluster sharing of high-quality courses, teaching staff, platforms and industrial resources to form a synergy for regional coordinated development. In conclusion, this practical research not only provides a replicable and scalable systematic solution and empirical basis for the transformation and upgrading of animation education in private colleges and universities in Liaoning Province in the new media era, but also its reform logic, which takes technology as the engine, industry as the link, innovation as the soul, and region as the foundation. In the future, we will continue to deepen the construction of a sustainable reform mechanism, explore forward-looking layouts to cope with future technological leaps, and contribute the wisdom of private schools in Liaoning to the innovative development of animation education in China.

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